#### Trent University LogoEXEMPT JOB DESCRIPTION

**Job Title:** Assistant Director, Student Accessibility Services

**Job Number:** X-477 | VIP: 1990

**Band:** EXEMPT-8

**Department:** Student Accessibility Services

**Supervisor Title:** Director, Student Wellness Centre

**Last Reviewed:**  May 16, 2024

#### **Job Purpose:**

Reporting to the Director, Student Wellness Centre, the Assistant Director, Student Accessibility Services (SAS) is responsible for program development, coordination, and evaluation for both SAS and the Centre for Academic Testing (CAT).

The Assistant Director is the supervisor for all staff within SAS and the CAT. The Assistant Director liaises with multiple offices on campus to promote inclusivity and foster a supportive learning environment for all students.

The Assistant Director provides consultation to staff and faculty regarding the needs of students identified with a disability and ensures consistency in the team’s communication with these key stakeholders regarding the academic accommodation needs of students identified with a disability.

The Assistant Director will also carry a caseload of clients, conducting intakes, developing accommodation plans, and supporting student development through learning strategy skill development and coaching.

The Assistant Director, Student Accessibility Services also has a leadership role within the overall Student Wellness Centre and works collaboratively with the other Assistant Directors in case management, program development and integration of services. In doing so, all Assistant Directors represent and harness the expertise of their multidisciplinary teams, fostering cohesion among team members and enhancing the continuity of care in supporting the biopsychosocial needs of students.

#### Key Activities:

##### Student Accessibility Services & CAT Leadership

* Oversee the operation of the SAS/CAT and provide leadership and supervision for direct reports. Develops, implements, and evaluates SAS programs, including the Summer Transition Program and workshop series during the academic year.
* Responsible for hiring, training, and supervision of Student Accessibility Services and CAT staff.
* Develop and implement best practices in academic accommodation and evaluation.
* Participate in an on-going review of service provision efficiencies to address gaps related to presenting needs of students with disabilities.
* In collaboration with the Financial Officer in Student Affairs, prepare reports for the Ministry of Colleges & Universities including the Access Fund for Students With Disabilities (AFSD) and the interpreter Fund (IF) for students who are deaf, deafened or hard of hearing.
* Represent Trent University on the Inter-disciplinary Issues Association (IDIA) as an Appointed Institutional Representative, attending provincial meetings and contributing to gleaning best practices approaches.
* Co-Chair the Accommodation Resolution Committee in collaboration with the Equity & Human Rights Office (EHRO).
* Liaise with Student Affairs partners and those key stakeholders in the student service area including, Academic Advising, Academic Skills and the Centre for Teaching and Learning.
* In collaboration with Trent Financial Aid, oversees the approval of the Ontario Bursary for Students with Disabilities (BSWD) and Canada Student Grant for Services and Equipment – Students with Disabilities (CSG-DSE), reviewing applications and ensuring acceptable documentation exists in support of the grant application.
* Coordinates psycho-educational and psychological assessment referrals to the Regional Assessment Resource Centre (RARC) at Queen’s University.
* Member of the Care Coordination Team coordinating care across the Student Wellness Centre and working toward service integration and continuity of care.
* Provide leadership, direction, and oversight to Accessibility Advisors/Learning Strategists, and direct leadership to administrative staff and interns and student staff.
* Support the Director in budgetary decisions that impact SAS/CAT within the overall Student Wellness Centre budget.
* Engage in the duties of Accessibility Advisor/Learning Strategist.

##### Student Wellness Centre Leadership

* Develops and implements professional development sessions and business meetings for the Student Wellness Centre in collaboration with the Director and other Assistant Directors in the Student Wellness Centre.
* Review models of collaboration, communication, and integration among Health, Counselling, & Accessibility Services.
* Member of the Care Coordination team focusing on harmonizing interdisciplinary treatment plans and ensuring continuity of care for students who present with complex clinical issues.
* Facilitate and support data collection, management and dissemination to maintain current knowledge of student wellness interests, issues and needs.
* Works in close collaboration with the Director and Assistant Directors in the Student Wellness Centre to build capacity, inform policy and procedure within the university, and communicate our model to PSE institutions and other external stakeholders.

##### Campus Leadership

* Participate in the development and revision of campus-wide policies, protocols and procedures to identify and resolve institutional barriers for students with disabilities.
* Consult with and represent Student Accessibility Services team regarding campus-wide learning accessibility issues, and represent their voice in the campus community.
* Work closely with other student support services, departments, student groups, and community agencies to develop and implement robust health and wellness communications, programing and activities on campus. For example, orientation week programming, and student leadership training.
* Support and facilitate connections between community agencies and departments at Trent University.

#### Education Required:

* Master’s degree in Psychology, Social Work, Counselling, Education, Critical Disability Studies, or related field.

#### Experience/Qualifications Required:

* Minimum of five (5) years of experience of disability-related work at the postsecondary level. Preference given to post-secondary setting experience with knowledge of unique issues facing university students with disabilities.
* Two (2) years of leadership/managerial experience preferred.
* Demonstrated ability to work collaboratively within an inter-disciplinary team-based model.
* Exceptional understanding of ethical issues related to university student accessibility and the relevant legislative requirements.
* Familiarity with the social model of disability and understanding of functional impact of disability-related symptoms within the academic environment.

#### Supervision:

* Provide training, guidance and direction, assigning and monitoring work for accuracy and completion and providing input into staffing decisions and performance evaluations.
* Direct Responsibility:
	+ Coordinator, CAT
	+ Accessibility Advisors/Learning Strategists
	+ Adaptive Technologist
	+ Administrative Assistant

**Job Evaluation Factors:**

##### Analytical Reasoning

##### *Required to make complex assessments of student’s disabilities to provide appropriate accommodation. Use knowledge of best practices, theoretical approaches, and models from the related fields of psychology, education, and disability-related studies to assess access needs based on current evidence and research.*

##### *Performing assessments to determine the impact of the disability on access to postsecondary education and accommodation that maintains academic integrity and rigor of the program of study.*

##### *Advanced analytical and technical ability to determine appropriate accommodations with an understanding of co-morbidities and functional limitations from a biopsychosocial framework and human rights legislation requirements.*

##### Decision Making

##### *Authorized to recommend and implement individual academic accommodations. These decisions are based on the complex interaction of factors including supporting documentation, assessment of student functional limitations, funding availability and the student’s self-report.*

##### *Advocate on behalf of a student for academic accommodation with faculty members when accommodation is denied.*

##### Impact

*The Accessibility Advisor/Learning Strategist is responsible for the secure handling and appropriate documentation of personal health information.*

*By providing support for students in accessing their accommodations, the Accessibility Advisor/Learning Strategist has a direct impact on student success and retention at the institution.*

*Upholds the University’s responsibility to the Accessibility for Ontarians with Disabilities Act (AODA) and Human Rights Code such that the student is provided equal access to academic program and facilities at Trent University. It is incumbent on the Accessibility Advisor/Learning Strategist to develop evidence-based accommodation plans so that the university is not at risk for potential human rights complaints and lawsuits and damage to overall reputation.*

**Responsibility for the Work of Others**

*Direct Responsibility:*

*Administrative Assistant, Student staff and interns*

*Indirect Responsibility****:***

*Accessibility Advisors/Learning Strategists*

*Peer supervision*

**Communication**

*Requires a high level of tact, courtesy, and strategic communication to support students with complex presentations of disabilities. Assess and refer students experiencing suicidal ideation, mental health, severe trauma, loss, survivors of sexual violence.*

*Must ensure a clear and accurate exchange of information to make informed decisions about appropriate academic accommodations, student responsibilities and learning strategies. Ability to normalize situations for students who experience stigma as a barrier to accessing support.*

*Adapt communication styles based on the nature of the student’s disabilities who may require information presented in an alternate and accessible way.*

*Must communicate a clinical rationale for accommodation, funding, and academic consideration for students.*

*Consultation with faculty members regarding students’ need for accommodation, AODA requirements and how to best support individual students.*

*Must be able to work with an intersectional lens.*

##### *Internal:*

##### *Advise students on how best to access their accommodation.*

##### *Consultation and training for staff and faculty*

##### *Liaise with other University services.*

##### *External*

##### *Students’ parents and supporters as required in accordance with PHIPA.*

##### *External organizations such as Inter-University Disability Association, Regional Assessment Resource Centre, and disability organizations within the community.*

##### Motor/ Sensory Skills

##### *Fine motor – Keyboarding*

##### *Visual – interpret/assess visual cues from students and faculty.*

##### *Auditory – interpret/assesses cues from students and faculty.*

##### Effort

*Mental:*

*Sustained attention during student meetings attending to verbal and nonverbal communication.*

*Sustained concentration – remains attentive during student meetings to provide appropriate, clear, and positive feedback.*

*Physical*

*Sitting – Advising, keyboarding (i.e., student documentation and communication)*

##### Working Conditions

*Psychological*

*Stress – some students are facing psychological or emotional crisis and need referrals to other professionals in the Student Wellness Centre or external agencies.*

*Must prioritize and manage multiple demands and often a high volume of student inquiries/requests.*

*Accessibility Advisor must manage high-stress student situations and prioritize high volume of students needs that can arise suddenly and unexpectedly.*